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ABSTRACT

A three-phase districtwide review of academic and occupational programs was initiated in the San Mateo County Community College District in March 1980. Phase I of the review involves a cost/yield efficiency study of programs and a determination of enrollment growth or decline over a 2-year period. Phase II of the process includes an in-depth review involving qualitative and quantitative measures and information gathering on program elements such as facilities and scheduling, student flow, community and job market needs, course retention rates, and cost analysis. All programs are to receive a Phase II review every 5 years; however, those programs showing an enrollment loss greater than 10% over a 2-year period or that fall in the bottom quintile of the cost/yield rankings will have first priority for review. Upon completion of a Phase II review, recommendations for improvement are made and if a program continues to have serious weaknesses, it enters Phase III. This phase leads to a recommendation to retain, consolidate, or eliminate the program. The bulk of the report consists of attachments covering criteria for Phase I program review; processes, procedures, and questions for Phase II review; categories of academic and occupational programs subject to review; a flow chart; faculty and student questionnaires on the operation of Phase II; and a Phase I program review of the College of San Mateo, which includes enrollment and efficiency indicators, a rationale for excluding programs, and a list of excluded programs. (HB)

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ED217952

San Mateo County Community College District January 28, 1981

BOARD REPORT NO. 81-1-2C

To: Members of the Board of Trustees

From: Glenn P. Smith, Chancellor-Superintendent

DISTRICTWIDE PROGRAM REVIEW - 1980-81

For the past several years appropriate College and District Office staff have studied individual educational programs which, for various reasons, required Districtwide in-depth review. Full review with accompanying recommendations for change have involved such programs as Administration of Justice, Early Childhood Education, Aeronautics, and Foreign Languages. As productive as that selective review has been, an ongoing Districtwide review of all educational programs--both academic and occupational--is an increasingly crucial need. Towards that end, a workshop for District managers was held in March, 1980, at which time the process and data-gathering needs for the systematic evaluation of all programs were discussed. Subsequent to the meeting, an ad hoc committee for program review held several meetings to determine the exact means by which the first phase of a three-phased system of program review might be undertaken.

After much study and pilot testing, two performance indicators were chosen for use in Phase I Review. One of those indicators provides a rough measure of the major costs and income of a given program, and the other indicator measures enrollment growth or decline over a two-year period. In subsequent years, this information will be generated by computer; at the present time, it has been extracted manually. The District Planning and Review Council, made up of the six College Deans and the Dean of Educational Services, has refined the Phase I process and also developed a listing of occupational programs and academic categories that will be appropriate for Phase I Review. All listed programs have been ranked according to Phase I enrollment and cost/yield efficiency. Programs showing an enrollment loss greater than 10 percent over a two-year period or which fall in the bottom quintile of the cost/yield rankings are subject to Phase II Review. Phase I data, rankings, and criteria are presently being shared with College staffs prior to Phase II activities.

JC 820 329

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Phase I Review, then, is basically a computer scan of programs in order to provide a crude measure of their enrollment and cost effectiveness. Phase II, on the other hand, is an in-depth review of programs involving qualitative as well as more refined quantitative measures. Information will be gathered on various elements of a given program, such as facilities and scheduling; staffing patterns; student flow; community and job market needs; course retention; cost analyses; program history; and relationship to institutional objectives. All programs will receive a Phase II Review every five years; however, those programs scheduled for Phase II review as a result of Phase I rankings will have first priority for review. Deans, Division Directors, and the Dean of Educational Services will meet to discuss the specific content, division of labor, and timelines involved in a Phase II Review of a particular program. Faculty will also be consulted in appropriate phases of the Phase II process.

Upon completion of a Phase II Review, recommendations for the improvement of a particular program will be made by the District Planning and Review Council. A program with continuing serious weaknesses will be given a one-year period to remedy those deficiencies. If problems are not remedied within one year, the program will enter a Phase III Review, an administrative recommendation to retain, consolidate, or eliminate the program. If the program has taken appropriate steps to strengthen itself, it will join other District programs in the regular review rotation.

Student services will eventually be added to the review process. It is hoped that the ongoing review of District programs and services will lead to substantial improvements in the delivery of education in the District and provide us with the kinds of information we need to better serve student and community educational needs in an efficient manner. The Board will receive periodic reports on the progress of Program Review.

Attachments include Phase I criteria, a listing of occupational programs and academic categories, Procedures for Districtwide Program Review, a set of questions to be addressed in Phase II Review, and a list of participants on the Committee for Districtwide Program Review - Phase I.

E. Program Review

1. All programs shall receive Phase I review on an ongoing basis, to be conducted by District Educational Services. On the basis of established Phase I criteria, certain programs shall undergo Phase II (in-depth) review.

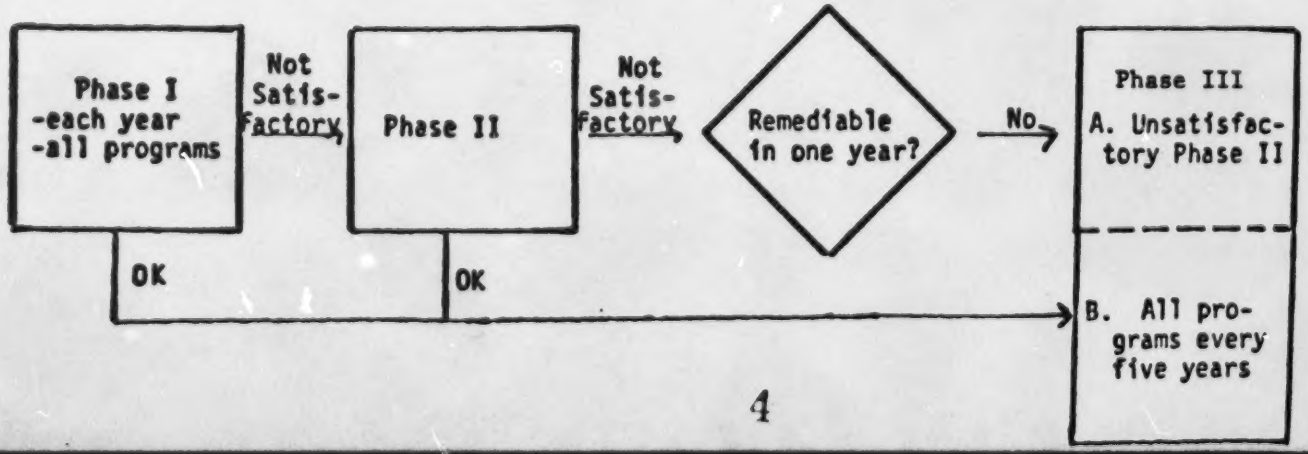
2. College Deans and the District Dean of Educational Services shall determine the scope and details for review of programs requiring Phase II review. Educational Services, Deans, and appropriate College Directors shall gather, share, and validate information on programs under review. Faculty shall be invited to participate in appropriate phases of this process.

3. Programs which cannot be brought into acceptable limits within one year are recommended for immediate Phase III review. The outcome of a Phase III review of programs with serious deficiencies will be an administrative decision to recommend retention of the program, retention of the program with modification, or elimination of the program. After Phase III review is completed, Deans and the District Dean of Educational Services shall meet to finalize recommendations for each of the programs studied. Such recommendations shall then be transmitted to Chancellor's Council.

4. Following Chancellor's Council review and when appropriate, recommendations for change shall be presented to the Board by the Chancellor-Superintendent.

F. In addition to the review process enumerated above, there shall be College review of educational programs through such means as COPES (Community College Occupational Programs Evaluation System), accreditation, divisional analysis, and other methods of program analysis.

DISTRICTWIDE PROGRAM REVIEW



PROGRAM REVIEW - PHASE I

1. WSCH Trend:

For purposes of our first Phase I review and in keeping with recommendations made by the program review committee and District Planning and Review Council, we have computed WSCH trend by comparing 1979-80 total WSCH (first census fall and spring, day and evening) to 1978-79 total WSCH. Any program that declines 10% over that two-year period relative to the total college trend line will move to Phase II review.

2. Load-Yield Indicator:

The load-yield indicator is a rough ratio of expenditures to income, wherein we use faculty hours as a surrogate for expenditures and weekly student contact hours for income. The load-yield indicator is defined as:

$$\frac{\text{\% adjusted contact hours used by Program X}}{\text{\% adjusted WSCH generated by Program X}} \times 100$$

Programs are rank ordered from most efficient to least efficient for the last full year, adjusted by college load/yield totals. Programs in the lowest 20 percentile will move to Phase II review.

Two other data sources will be examined by DPRC prior to decisions regarding movement of programs to Phase II review: first, current semester snapshot (first census) enrollment and load/yield; and an examination of positive attendance for programs heavily dependent on that method of reporting (last full year, day and evening). Examined early in Phase II will be the effects upon a given program of any major student accounting or scheduling changes during the period studied.

The calculations used to derive Phase I data follows:

Enrollment

1. Student enrollments for fall and spring (day and evening) are aggregated yielding a yearly enrollment.

2. WSCH for fall and spring (day and evening) are aggregated yielding yearly enrollment expressed in terms of WSCH.

3. Most recent semester WSCH (first census snapshot) are aggregated.

△ 1 = 1 year change in WSCH from 1978-79 to 1979-80
△ 2 = 2 year snapshot using fall census, 1980 (WSCH change: fall, 1978 to fall, 1980)

Load/Yield

1. Contact hours for fall and spring (day and evening) are aggregated yielding a yearly total for the program.

2. College total CH for fall and spring (day and evening) are aggregated yielding the yearly college total CH.

3. Total CH of the academic or occupational category is divided by the college total in order to normalize the program total.

4. WSCH for fall and spring are aggregated yielding a yearly total for the program.

5. College total WSCH for fall and spring are aggregated yielding the yearly college total WSCH.

6. The total program WSCH is divided by the college total WSCH to normalize the program score.

△ 1 = 1 year change in load/yield ratio

PROCESS AND PROCEDURES FOR PHASE II REVIEW

A. Areas of Responsibility

1. The DPRC will retain final authority for Program Review and will submit final recommendations to the Chancellor's Council.

2. The District Dean of Educational Services will coordinate formal Program Review at the three colleges. He will insure that technical assistance is made available to the colleges and will recommend a Data Coordinator to assist in gathering data, to provide support services, and to facilitate communications between the three colleges and college researchers.

3. The Dean of Instruction will assume responsibility for supervising Phase II Reviews at his campus. This responsibility will include the selection of a college researcher and a clerical assistant to assist that researcher. Additionally, the Dean of Instruction will have the responsibility of preparing with appropriate Division Directors final reports for the DPRC concerning the recommendations for program improvement. Such reports will be discussed with Division faculties.

4. The appropriate Division Directors will serve as sources of information and assistance for the college researcher and for the Data Coordinator. In addition, the Division Directors responsible for the programs under study will be asked to review all reports compiled by the college researcher prior to the submission of these reports to the Dean of Instruction and DPRC. When appropriate, the Division Directors will seek faculty assistance in the gathering and assessing of qualitative information relative to the program under review. Division Directors will develop with the college researcher and, when possible, with Division faculty, particular recommendations for program improvement.

5. A college researcher (reassigned to Program Review half-time) will be appointed at each campus who will be assisted by a clerical assistant and the Data Coordinator. In coordination with the administrators noted in items 1-4 above, the college researcher will assume the responsibility for designing and implementing an in-depth review of the programs identified by Phase I Review. The Data Coordinator will assist the college researcher in framing the questions and issues that might be appropriate. In the event of a Districtwide review of a particular program, the college researcher will coordinate his/her work with researchers at the other two campuses. Clerical assistance will be available to the college researcher.

6. A flow chart is attached.

B. Timeline

1. Phase I, conducted by the Data Coordinator, should be completed by October 10 with the assistance of EIS. Accordingly, the DPRC should plan to meet in mid-October to identify programs to be scheduled for Phase II Review. Because it will in all likelihood be impossible to evaluate programs dependent on positive attendance at this time, the DPRC should also plan to schedule a review of such programs later in the year.

2. DPRC will meet to assess programs dependent upon positive attendance in December.

3. After census enrollments have been analyzed,the college researcher(s) will begin gathering information about programs selected by the DPRC. The DPRC will develop a preferred timeline for the review of each program including a completion date.

4. Twelve programs will be reviewed by June, 1982

2/23/81
(working draft--under discussion

QUESTIONS FOR PHASE II REVIEW

I. Questions important to all programs

A. What is the contribution of the program to the mission of the college and the District?
B. What is the statistical history of the program in terms of enrollment, ADA, and FTE?
C. What is the cost of operating the program and what revenues are generated by the program?
D. What is the pattern of retention rates and grade distribution by program and course?
E. What has been the historic pattern of course offering and how has this been coordinated with the rest of the college, the larger CSUC system, or the external job market?
F. What population or community is and ought to be served by the program?
G. Is there a demonstrable need for the program?
H. Are there alternative providers of the service?
I. What is the overall quality of the program?

II. Specific questions

A. Enrollment

1. Do the data indicate a downward trend or a temporary decline?
2. Does the decline affect all disciplines evenly?
3. Are all courses evenly affected?
4. Are all teachers affected evenly?
5. Are day and evening courses affected evenly?
6. Is the decline associated with shifts in student demographics or preferences?
7. What other factors might account for the decline?
8. If enrollments are increasing, apply the same questions to this shift.

B. Facilities

1. Are courses and sections scheduled in rooms of appropriate size, structure, and location?
2. Is scheduling of courses synchronized with that of other divisions? Would particular courses become more available to students if the scheduling practices of other departments and divisions were taken into account?
3. Could the number of courses or sections be consolidated without adversely affecting the program's quality?

D. Faculty

1. How many full-time faculty teach in the program? Part-time?
2. How have the faculty staffing patterns changed over the last several years?
3. Are the experience and training of the faculty appropriate to the objectives of the program?
4. How long have the faculty been teaching in the program and at the college?
5. What activities have the faculty pursued to keep themselves current in their fields? What opportunities are available to the faculty to periodically regenerate their energies?

6. By what criteria are faculty assigned to courses?
7. What nonteaching responsibilities are assigned to faculty? Do these responsibilities conflict with instructional activities or do they complement instructional activities?
8. What are the professional activities of the faculty beyond the classroom?
9. Could program performance be improved by alterations in class load?
10. What is the general morale of the faculty within the program? If it is perceived that changes in morale have occurred, what factors have accounted for these changes?

E. Students

1. Is the program impacted? If so, what is the application procedure through which students gain admission?
2. Is there an identifiable type of student served by or attracted to the program?
3. Is there an intended sequence of classes? Do students follow that sequence?
4. What aspects of the program are supported by students? What are the popular courses, the unpopular courses?
5. Are there formal or informal student evaluations of the program? If so, how are they used?
6. What strategies might improve student satisfaction with the education offered by the program?
7. What happens to students after they leave the program? For example, do majors maintain the same major at four-year institutions?

F. Curricular Characteristics

1. Are the courses offered for transfer students acceptable to CSUC and UC campuses?
2. Which courses have low retention rates and which have high retention rates? What factors explain this?
3. What courses are prerequisite to further study within the program? the college? the system?

G. Occupational Programs

If the program is occupational, what information is available concerning:

1. rate of graduation
2. rate of employment
3. number seeking employment
4. role of continuing education
5. demand for graduates (market characteristics)
6. supply of workers with comparable training from other sources than community colleges.
7. starting salaries and chances for promotion
8. relationship between the program and its citizens advisory committee?

H. External Relations

1. Does the program advertise its goals and objectives clearly and attractively in the college catalogs or in other places?
2. Do career counseling personnel have a clear understanding of waht the program offers to students and do they possess appropriate literature describing the program to offer to interested students?
3. Would the viability of this program be enhanced by improving relations with the community?
4. Is the program compatible with the objectives of the District and college?
5. What has been the historic pattern of coordination between the program and other areas of the college?
6. Are external reviews made of te program? If so, what recommendations have been made in recent years by these reviews?
7. What societal attitudes and influences might be affecting the program and how could the program make better strategic use of these forces?

I. Fiscal Characteristics

1. How do revenues attributable to the program compare with the costs of the program?
2. What is the total revenue (ADA, grants, external funds, fees)?
3. What are the fully allocated costs (salaries, benefits, overhead, equipment, supplies, and other appropriate indirect costs)?
4. What is the cost per course within the program?
5. What percentage of the total college instructional income is generated by the program?
6. What percentage of the total college income is generated by each course?
7. What percentage of the total college income is generated by the division?
8. What percentage of the total college expenditures is generated by program expenditures?
9. What percentage of the total college expenditures is generated by each course?
10. What percentage of the total college expenditures is generated by the division?
11. Are there educational reasons that would make this program more or less expensive to operate than other programs? Are there reasons why a particular course might be more or less expensive?
12. What strategies are available for increasing revenues or reducing costs?

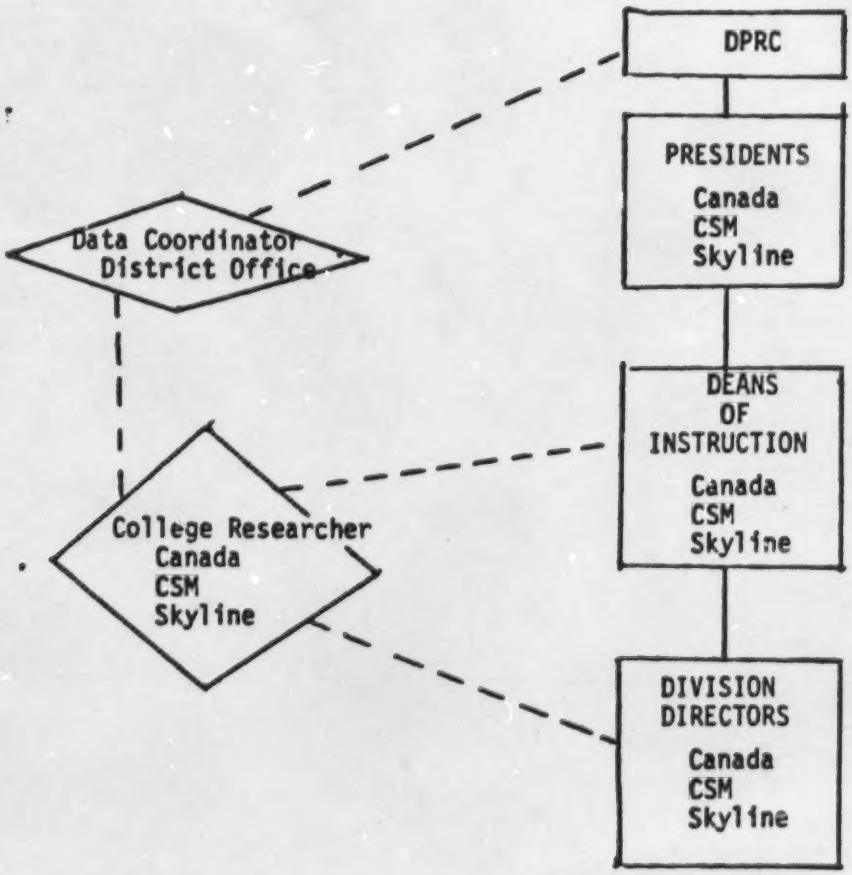
ACADEMIC CATEGORIES

Anthropology
Architecture
Art
Business (non-occupational) (see list)
Career Education (Guidance)
Drama
Economics
Education
English (Transfer) (see list)
English (Developmental) (see list)
Ethnic Studies
Foreign Languages (Traditional): Spanish, French, German
Foreign Languages (Nontraditional): Chinese, Japanese, Russian, Hebrew, Italian
Health Science
History
Home Economics
Humanities
Journalism
Life Sciences (Anatomy, Bacteriology, Biology, Botany, Conservation, Environmental Science, Forestry, Microbiology, Physiology, Zoology)
Literature
Mathematics
Music
Philosophy
Physical Education
Physical Sciences (Astronomy, Chemistry, Geology, Meteorology, Oceanography, Paleontology, Physical Anthropology, Physical Geography, Physical Science, Physics)
Political Science
Psychology
Social Science/Sociology
Speech

OCCUPATIONAL PROGRAMS

Accounting
Administration of Justice
Aeronautics
Automotive
Business (see list)
Court Reporting
Computer Information Processing
Cosmetology
Dental Assisting
Drafting
Early Childhood Education
Electronics
Emergency Medical Technician
Engineering
Fire Science
Food Technology
Horticulture
Hotel Management
Interior Design
Machine Tool
Management
Medical Assisting
Nursing
Ophthalmics
Radiologic Technology
Real Estate
Recreation Education
Respiratory Therapy
Secretarial Science
Technical Art/Graphics
Technology
Telecommunications
Trade & Industrial
Tourism
Welding

PROGRAM REVIEW FLOW CHART



Solid Line Indicates Flow of Responsibility for Phase Two

Broken Line Indicates only Information Flows

APPENDIX B

FACULTY OPINION SURVEY, COLLEGE OF SAN MATEO

PROGRAM REVIEW STUDY : PHASE II

1981

FACULTY OPINION SURVEY

COLLEGE OF SAN MATEO
EDUCATIONAL PROGRAM REVIEW

_____PROGRAM

Note: This survey instrument is designed to amplify Program Review, Phase Two's quantitative dimensions. Some specific data are requested in the following pages. Program Review cannot possibly be complete without input from those directly involved in the program. Your responsiveness to the survey will help accomplish this.

1. How many years have you been engaged in teaching at the secondary/college level? _____

2. Describe briefly any educational research or occupational experience in which you have been engaged during the last three years, which enhance your current teaching assignment.

_____

_____

_____

_____

_____

_____

3. Facilities/Materials

(a) Space

Is institutional space (size and location) provided for each class you teach adequate?

_____

_____

_____

_____

What recommendation(s) for improvement can you make?

_____

_____

_____

_____

(b) Equipment/Media/Library Services

Are the current support levels for your program provided by the college adequate? _____ What improvement might you recommend?

4. The quantitative portion of Program Review, Phase Two, for your program area is in your Division Office. If you have no- studied the report, you are invited to do so, so that you might provide helpful input.

Assess enrollment patterns.

(a) Are enrollments unusually high, about average, or abnormally low?

_____

_____

_____

(b) If enrollments are abnormally low, in one or more courses, what educational value or requirement merits sustaining these courses as part of this program?

_____

_____

_____

_____

_____

5. Do you think this program has deteriorated, remained about the same in quality, or improved during the study period 1978 - 1981? _____
Please Explain.

_____

_____

_____

_____

_____

_____

6. What changes or modifications would you like to see made in this program?

_____

_____

_____

_____

_____

_____

7. Do you have any comment(s) or suggestion(s) which might be valuable to this program review process?

_____

APPENDIX C

STUDENT QUESTIONNAIRE, COLLEGE OF SAN MATEO

PROGRAM REVIEW STUDY : PHASE II

1981

Spring, 1981 College of San Mateo

PROGRAM REVIEW

Phase Two - Student Survey

To the Student: The purpose of thus survey is to assist the College in the process of educational program review. The survey will help to determine, to some degree, the characteristics of students enrolled in programs. Specific data collected are: student demographics, their educational objectives, reason(s) for enrolling in courses, their assessment of course quality and the courses' contribution to students' objectives.

****

Directions: Answers to the following questions are to be marked with a No.2 pencil for machine scoring. Complete the sections indicated fo Instructor Name, Department, and Course Name.

* *

Questions 1 - 10 Your age: Mark only the one category that describes you. Mark T for True. Note that T appears where the choice A is listed for each response.

1. 18 or younger
2. 19 - 20
3. 21 - 24
4. 25 - 29
5. 30 - 34
6. 35 - 39
7. 40 - 44
8. 45 - 49
9. 50 - 59
10. 60 or over

Questions 11-12 Your sex: Mark only one category. Mark t for True.

11. Male
12. Female

Questions 13-20 Your ethnic background: Mark only one category. Mark T for Tru

13. American Indian/Alaskan Native
14. Asian
15. Black
16. Filipino
17. Hispanic
18. Pacific Islander
19. Other Non-White
20. White

Question 21 Approximate number of college units completed: Mark only one category.

21. A. 0 - 15 units
    B. 16 - 30 units
    C. 31 - 45 units
    D. 46 - 60 units
    E. 61 + units

Question 22 Do you have an AA or BA degree? If YES, mark T; If NO, mark F.

Questions 23 - 29 Your educational objective: Mark only one category. Mark T for True.

23. Certificate
24. Transfer to four-year college/university
25. AA degree
26. AA degree and transfer to four-year college/university
27. General education/elf-improvement
28. Undecided
29. Other

Question 30 Hours when you take the majority of your classes.

30. A. Day
    B. Evening
    C. Split between day and evening

Questions 31 - 38 How you found out about the course you are taking this hour : Mark only one category. Mark T for True.

31. College catalog
32. Schedule of classes
33. Brochure explaining the course or program
34. Counselor
35. Instructor at the College
36. A friend
37. Another student
38. Other

Question 39 Your principle reason for enrolling in the course you take this hour: Mark only one category. Mark T for True.

39. A. Course is required for the major or certificate I aspire to.
    B. Course satisfies general education requirement for AA degree or transfer.
    C. I am interested in the subject matter of the course.
    D. I want to develop job skills.
    E. Other

Question 40 Has this course helped you to achieve your educational/personal goals?

40. A. Yes
    B. No
    C. Undecided

Questions 41 - 42 Placement tests you have taken at CSM: If your answer is YES, mark T for True, if NO, mark F for False.

41. SCAT test
42. English counseling/placement test

Question 43 Current enrollment at CSM: Mark only one category.

43. A. I am enrolled in 1-3 units of course work.
    B. I am enrolled in 1 - 6 units of course work.
    C. I am enrolled in 1 - 9 units of course work.
    D. I am enrolled in 1 - 12 units of course work.
    E. I am enrolled in more than 12 units of course work.

REPORT DATE_____

PROGRAM REVIEW - PHASE I - POSITIVE ATTENDANCE

COLLEGE _____ YEAR_____ (DAY & EVE)

Program	Fall Semester		Spring Semester		Summary			
	Contact Hrs.	Attendance Hrs.	Contact Hrs.	Attendance Hrs.	Contact Hours	Attendance Hours	ADA	

REPORT DATE _____

DISTRICTWIDE PROGRAM REVIEW - PHASE I ENROLLMENTS AND COST INDICATORS BY PROGRAM

WSCH TREND (1978-80) _____

COLLEGE _____

ACADEMIC __

OCCUPATIONAL __

YEAR _____ (DAY & EVE) YEAR _____ (DAY & EVE) SUMMARY SEMESTER _____ (DAY & EVE)

Category	Student Enrollment	FCH Total	WSCH Total	Load-Yield Ratio	Comment	Student Enrollment	FCH Total	WSCH Total	Load-Yield Ratio	Comment	WSCH Change Δ 1	Load-Yield Change Δ1	Student Enrollment	WSCH Total	Load-Yield Ratio	Δ2 WSCH (Fall to Fall)	Comment

PHASE ONE PROGRAM REVIEW

College of San Mateo

ACADEMIC AND OCCUPATIONAL PROGRAMS

CONTENTS

1) Rank Ordering by % Change in WSCH 79/80 and 80/81 Academic Programs
2) Rank Ordering by Load/Yield Indicator 80/81 Academic Programs
3) Rank Ordering by % Change in WSCH 79/80 and 80/81 Occupational Programs
4) Rank Ordering by Load/Yield Indicator 80/81 Occupational Programs
5) Applying the Criteria of Phase One Review
6) Rationale for Excluding Programs Dependent on Postive Attendence
7) List of Programs Excluded from Phase One Rank Ordering Due to Positive Attendance
8) Caveats Regarding Phase One Review

Date: August 1981

CSM

Academic Programs

RANK ORDERING BY % CHANGE IN WSCH 79/80 and 80/81

Program	WSCH 78/79	WSCH 79/80	WSCH 80/81	Change 1 Yr.	Change 2 Yr.
Foreign Lang NT	528	264	532	+102	-.08
Health Science	3501	2308	3270	+42	-7
Eng. Develop	6963	6838	9101	+33	+31
Physical Educ	18198	18535	22059	+19	+21
Econonics	2999	3362	3913	+16	+30
Eng. Transfer	11119	11357	12539	+10	+13
Humanities	525	1669	1821	+9	+247
Literature	1680	1449	1581	+9	-6
Mathematics	14281	14218	15458	+9	+8
Speech	3569	3161	3409	+8	-4
Philosophy	2628	2215	2328	+5	-11
Foreign Lang T	7170	7105	7537	+6	+5
Journalism	514	604	631	+4	+23
Physical Science	16670	15965	16097	+08	-3
Life Science	10486	9983	9810	-2	-6
Ethnic Studies	1593	1931	1890	-2	+17
Music	6325	6409	6231	-3	-1
Political Science	7015	7028	6779	-4	-3
Social Science	2954	2714	2618	-4	-11
Psychology	8896	9022	8502	-6	-4
History	9211	8982	8436	-6	-8
Art	11657	11759	10959	-7	-6
Business NonO	7449	7736	7102	-8	-5
Home Economics	2780	2019	1846	-9	-34
Architecture	2917	3097	2414	-22	-17
Drama	1514	1463	1133	-23	-25
Anthropology	1243	1336	738	-45	-40

CSM

Academic Programs

RANK ORDERING BY LOAD/YIELD INDICATOR 80/81

Programs	L/Y 80/81	L/Y 79/80 (Previous L/Y)
Health Science	69	66
Humanities	71	71
Business NonO	75	63
History	76	71
Philosophy	78	78
Political Sc.	81	75
Psychology	82	80
Mathematics	85	88
Life Science	90	95
Physical Educ	98	95
For Lang NT	100	80
Ethnic Studies	100	100
Economics	100	77
Physical Sc	102	95
English T	112	111
Speech	114	108
Eng Dev	117	115
For Lang NT	123	114
Music	128	132
Architecture	130	116
Anthropology	133	120
Journalism	133	200
Drama	141	100
Art	141	100
Home Econ	143	125
Social Sc.	160	108
Literature	250	183

CSM

Occupational Programs

RANK ORDERING BY % CHANGE IN WSCH 79/80 to 80/81

Program	WSCH 78/79	WSCH 79/80	WSCH 80/81	Change 1 Yr	Change 2 Yr.
Fire Sc.	1397	1225	1727	+41	+24
Comp Info	7403	8537	10223	+18	+38
Dental Asst	1258	1092	1154	+6	-8
Drafting	4802	4679	4961	+6	+3
Electronics	9046	12697	12937	+2	+43
Med. Asst.	1101	1127	1124	-.03	-.02
Welding	1615	1696	1640	-3	+1
Business O	5032	5422	5183	-4	+3
Engineering	2168	2129	2018	-5	-7
Accounting	7025	7839	7482	-5	+7
Telecommunication	4640	4486	4209	-6	-9
Machine Tool	998	895	765	-15	-23
Horticulture	2542	2836	2316	-18	-9
Management	2570	2757	2124	-23	-17
ECE	691	327	240	-27	-65
Real Estate	9520	7359	5025	-32	-47

CSM

Occupational Programs

RANK ORDERING BY LOAD/YIELD INDICATOR 80/81

Program	L/Y 80/81	L/Y 79/80 (Previous L/Y)
Building Main	50	--
Comp Info Proc	68	72
Accounting	77	74
Business O	81	81
Fire Sc	86	120
Management	89	73
Real Estate	90	76
Electronics	92	94
Dental Asst	100	150(Some P.A.)
Technology	100	--
Horticulture	111	82
Drafting	125	127
Telecommunication	129	94
Welding	157	157
Medical Asst	160	150
Machine Tool	167	100 (Some P.A.)
Engineering	175	162
ECE	200	100

CSM

APPLYING THE CRITERIA OF PHASE ONE REVIEW

1) Change in WSCH

Using the 80/81 and 79/80 ADA figures, the trend line at CSM is +4%. On this basis, any program showing a decline of -6% or more is identified as a possible candidate for Phase Two Review. Programs so identified are as follows:

ACADEMIC	Occupational
Anthropology	Real Estate
Drama	ECE
Architecture	Management
Home Economics	Horticulture
Business NonO	Machine Tool
Art	Telecommunications
History	
Psychology	

2) Load/Yield Ratio

Under the criteria of Phase One Review, the bottom quintile of programs ranked according to a normalized load/yield ratio should be scheduled for Phase Two Review. The bottom quintile is calculated by using as a base only those academic and occupational programs that are included because they report Census attendance. Programs dependent upon positive attendance are excluded from this ranking. At CSM there are 27 academic programs and 18 occupational programs included in the rank ordering. Accordingly, 5 academic programs and 3 occupational programs for the bottom quintile. Those particular programs with the highest load/yield score are as follows:

Academic	Occupational
Literature	ECE
Social Science	Engineering
Home Economics	Machine Tool
Art	
Drama	

n.b.--This ranking may change when positive attendence is applied to the phase one ranking on Load/Yield. For example, Drama may become an excluded program because it reports heavy positive attendence.

College of San Mateo

RATIONALE FOR EXCLUDING PROGRAMS DEPENDENT UPON POSITIVE ATTENDANCE

Both performance indicators of Phase One Review are driven either totally or partially from the Weekly Student Contact Hours generated by a particular program. Thus, positive attendance creates a substantial impact on these indicators by diminishing the effect of WSCH as reported in the census enrollment data. For example, holding constant other factors, an increase in positive attendance will result in an increased load/yield ratio by reducing the value of the denominator. Holding constant other factors, an increase in positive attendance over a two-year period will result in a negative change in WSCH simply because reported WSCH will decrease as a function of increased positive attendance. Thus, aside from other complicating factors such as the timing of reports, the difficulty in aggregating data, and the fluid nature of positive attendance hours, the performance indicators of Phase One cannot be readily applied to programs heavily dependent upon positive attendance.

It should also be noted that programs inclined to generate positive attendance would almost always be penalized unfairly were First Census enrollment figures applied to them since that report is not sensitive to changes that occur midway through a given semester.

For these reasons programs which report one-half or more of their enrollments as positive attendance hours are excluded from the rank ordering. These programs are listed on the following page with the aggregate WSCH data and aggregate positive attendance data for the year 1979/80.

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